

## The Role Of Innovative Technologies In The Educational Process

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### ABSTRACT

This article describes the content of innovative technologies in the educational process. The method and principles of innovative technologies in the educational process are revealed.

### KEYWORDS

Progress, innovative technology, educational process, effective methods, training

### INTRODUCTION

The problem of innovation in education was raised by Jan Amos Kamensky, Rudolf Steiner, Lev Semyonovich Vygotsky and other prominent figures in the field of psychology, philosophy, pedagogy, etc. In other words, we have been talking about changes in the system of obtaining knowledge and developing skills for a long time. If we talk specifically about the world of modernity, the term "innovation" itself, with regard to education, implies the renewal of the educational system and the introduction of new technologies. And, of course, everything that a person develops for this purpose is

mainly aimed at improving the efficiency and effectiveness of training. And this, in turn, tells us that today's educational standards are outdated, and we need to develop new approaches to teaching a new generation. The main reason for the question that it is time to introduce innovations in the education system is the crisis of this very system, and all the innovations that are being created are aimed at solving its many problems[2,5].

### THE MAIN PART

Innovation in education is a priority for States interested in systemic economic development,

strengthening the role of science, improving the well-being of the population and reducing social tension. It is obvious that stagnation in the teaching system is a negative phenomenon that negatively affects the state and society, leading to the accumulation of systemic problems at all levels of existence. Innovation is a broad concept. In terms of education, it is the use of new technological and methodological research and the timely replacement of outdated standards. Today, pedagogy represents accumulated shortcomings and omissions over the years of independence, based on a morally outdated education system. The problem is differentiated by the following points[1,6]: the discrepancy between the accepted standards and the interests and abilities of students; differences in the pace of development of science and the possibilities of perception; conflict of supporters of the concepts of narrow specialization and multilateral development. The presence of such complexities explains the difficulties of implementing innovations and indicates directions for solving future problems. These are: professional classification of innovations in education; innovative management in education; the types of innovative technologies used and the features of their implementation in the educational sphere are of Great importance. The purpose of updates in education is to educate individuals who are able to achieve success in any field of application of abilities. Systematic innovations in this area should be understood as a meaningful and rational change in the work of teachers by: changing the essence of the process; creating new ways and types of work. Thus, the progress of innovative technologies in the educational process — improving the system and increasing the

"impact" in practice. The methods of modernization include[7,8]: intra-subject updates — the transition to new training complexes and author's developments; General methodological innovations — the introduction of non-standard, universal educational technologies used in any subject branch of education; management innovations — decisions of managers aimed at improving the effectiveness of the functioning of the system's subjects; ideological developments — innovations caused by changes in consciousness, which are the fundamental basis for other innovations, since only awareness of the need for new things leads to the emergence of innovations. The task of innovative technologies is a qualitative change in the subject's personality relative to the traditional system, which is possible when using programs that localize the problem of the pedagogical crisis. The problems of innovations in education begin at the initial stage of development, since each of the authors of innovations is not sure of the effectiveness of their own plan. Every innovation is a risk without a guarantee. But attempts to improve innovative management in education do not stop. Innovation is based on the principle of classical method + private innovation. The essence of innovations in pedagogy lies in the use of effective teaching methods that meet the requirements of society and technology. In addition, innovations must relate to certain areas of distribution: educational; training; management; retraining. Introducing changes is a risk, but this risk is justified, because otherwise the country risks getting stuck in an outdated education system, which will negatively affect the development of the state. Introduction of innovations is an innovative process in education, which means

improvement of the existing one, generation of an idea into a product ready for practical application. The process is justified and takes the current system to a new level—the development mode. Regulation of the renewal process in an educational institution—synchronization of regulatory and regulated systems, the ultimate goal of which is to "animate" education and improve the quality of teaching. Process management is influenced by many factors, so it should be considered as a way of General management of the following functions: implementation of directives of governing bodies; application of technological and scientific innovations; updating the theoretical part of pedagogy; studying students' requests. Regulation of the innovation implementation process is a multidisciplinary activity that includes: setting and solving strategic tasks; monitoring risks; studying the structure and capabilities of an educational institution; forming packages of innovative proposals. At the same time, the main directions of innovation management should be considered the development of an overall strategy, material and technical support of the process and control over it. At the same time, structures are being formed for conducting innovative activities, in particular, companies that provide Advisory services in the field of technological development. Usually such companies are created on the basis of universities and are the owners of innovation centers. Germany a Distinctive feature of Germany's innovation policy in the field of education is the role of the state as the main instrument for financing research and innovation. About 80% of research activities conducted in the country's universities are funded by grants from five scientific communities. Innovative projects and programs in education appear in the form

of ideas of specific people, and then they are transformed into author's novelties or become a generally accepted norm. Innovations are classified: by volume of novelty: as new or modified and improved projects; by pedagogical objects and categories; by scale: from a specific educational institution to the whole country; by authorship method—individual or collective project; by sources — third-party order or own invention[4.5]. Without a doubt, the introduction of innovations is a complex innovation process in education, including the creation, testing, analysis of the results obtained and their correction, after which it becomes possible to introduce innovations into the educational process. The innovation management system is also multi-stage, including cooperation with teachers, students and parents, information support and process control. Expanding the experience of Innovation is a part of people's professional activities, the subject of scientific study and practical application. Innovations in pedagogy are not a spontaneous phenomenon, but the result of accumulated experience and scientific developments. This means that this process requires guidance. Regarding the educational process, innovation in education is an update of the essence and methodology of training. There are the following stages of the process: determining the need for innovations; monitoring information; development; implementation; institutionalization — applying innovations in practice for a long time. In total, these stages form a localized cycle. Areas for analysis and promotion of experience: motivation and encouragement of teachers based on the results of updates; combining the efforts of research and teaching staff to disseminate the accumulated experience; creating an

information resource to preserve the accumulated knowledge; applying experience in practice. Education, which is one of the main means of developing a person's personality in social terms, should keep up with the times, i.e. be subject to changes and innovations that meet the needs of society in this era. But given the instability that distinguishes modern pedagogical science in General, it takes time to understand the effectiveness of certain innovations.

### CONCLUSION

However, it is no longer possible to adhere to outdated schemes in education. Given all this, we can only talk about innovations in the field of education in conjunction with traditions. It is easy to see that the introduction of innovations is a very serious process, involving a number of theoretical and practical difficulties, as well as a significant share of risk. However, this should not stop people on their way to improving the educational system, otherwise it may become mired in outdated and outdated educational methods for a long time, which threatens to reduce not only the desire of young people to study in educational institutions, but also the level of their moral, psychological, ethical, social and cultural development.

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